Workshop Schedule Blended Learning

Day 4 – Learning Strategies

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Schedule of the 4th Workshop Day – Learning Strategies

On the following pages you will find detailed descriptions of all the activities created for the fourth day of the workshop. As mentioned before, the workshop times and therefore the times of the activities are only recommendations and can be adapted individually.

09:00 – 09:15 WELCOME

09:15 – 09:45 FOLLOW-UP of THE SELF-STUDY SESSION OF UNIT 4

The teacher/trainer asks for feedback of the participants from their self-learning session. You could ask the following questions:

- Did you complete all the learning subchapters? Why not?
- Did you challenge any obstacles during your self-study?
- Did the learning content meet your expectations?
- What was your personal highlight (key information/topic) of the obtained learning content?
- Did you miss any interesting topic for you?
- Do you think that the learning content is useful for next study of the whole methodology?
- Do you need any clarification to the topic of motivation?

The teacher/trainer can facilitate the discussion and support participants in sharing their experiences and completed educational successes.

WORKSHOP SESSION	09:45 – 10:15 Icebreaker: Grandma, hunter, wolf
ACTIVITY NAME	**Activity 1 – Icebreaker**
OBJECTIVES	- Getting to know each other - Ice-breaking the group atmosphere
DESCRIPTION	**1. Explain the activity to the students (briefing)** - Explain to the participants that they will play a game that is very similar to "Rock, paper, scissors", but with the personas of "Little Red Riding Hood". There are 3 personas: - Granma (one hand on the back, the other hand shakily on the walking stick and muttering "uiuiui") - Hunter (firing a gun and shouting "bang" loudly) - Wolf (both arms above the head ready to attack and roaring loudly) - The rules are: - If the wolf meets the hunter, the wolf is shot and has lost. - If the wolf meets the granny, she is eaten and loses. - If the granny meets the hunter, the hunter has lost, because you must never shoot unarmed old ladies! **2. Run the activity** - Before the game starts, all three figures are practised a few times. - The group is divided into two teams. They line up opposite each other. - Both teams have about 30 seconds to agree on a figure. - Then, you count down from 3 and then everyone in the team has to do the same figure.

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	- One person from the losing team is eliminated and has to sit down. - The game continues until a team has no active members left. Alternatively, the game can be stopped as soon as e.g. 5 members of a team have been eliminated. **3. Evaluation** After the icebreaker, you could do a short reflection exercise together with the learners. You could ask them questions like: - Was it difficult to agree on one figure? - How did the different team members behave? Were there louder ones or people who didn't say anything? - Could you agree on one figure without any conflicts? If not, how could this be done better in future?
TIME FOR THE ACTIVITY	**Total time:** 30 minutes (+ preparation time) --- **Briefing time:** 5 minutes **Activity time:** 15 minutes **Evaluation time:** 10 minutes
SETTING OF THE ACTIVITY	This activity is led by the teacher/trainer and done in a group in class. **Teacher's/Trainer's role:** - The teacher/trainer briefs the participants at the beginning and leads the game. **Learners' role:** - Participants listen to the explanation and ask questions if they have any and then work through the exercise.
MATERIALS FOR THE TEACHER	/

MATERIALS FOR STUDENTS	/

WORKSHOP SESSION	**10:15 – 11:00** **3 types of learning**
ACTIVITY NAME	**Activity 1 – 3 types of learning**
OBJECTIVES	• Knowing 3 types of learning and their specifics • Understanding which type of learning fits best to oneself
DESCRIPTION	**4. Preparation** The trainer prepares a set of 3 cards with 3 short texts. Each text on 1 card with app. 2-3 paragraphs – reading app. 2-4 minutes. The teacher/trainer will ask the participants to divide into small groups of 3 (4) participants. The teacher will need as many sets of cards as the number of groups is. **5. Explain the activity to the students (briefing)** • Explain to the participants what they will be doing in the next 45 minutes. **6. Run the activity** • Ask the participants to divide into small groups of 3-4 participants. • Gives 1 set of cards with 3 texts to each group.

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	• Ask 1 participant of each group to read the text of the first card loudly, so that the other group members can hear it. The remaining participants listen to the text and try to remember it.
	• Then, ask another member of group to read a second text on the other card and the other group members should write down notes or make pictures during reading.
	• Then, all participants of one group should read the text on the last card individually.
	• The goal is that the learners find out what text they can remember best and what learning type they are.
	
	7. Evaluation (debriefing)
	• Ask the participants in the plenum what they remember from the various types of texts. The participants should estimate which type of reading was the most effective for them for remembering.
	• Each participant should have a chance to express his/her experience.
	• After discussion each participant should know which learning type he/she prefers.
	• Summarise some suitable tools for each learning type and recommend to the participants to follow their most suitable type of studying – visual/auditive or kinaesthetic. Possible questions:
	   o Which text was the simplest to remember?
	   o Please state the reasons, what you prefer and why.
	• Summarise all 3 types and give some tips on how to support the learning process for each type.

TIME FOR THE ACTIVITY	**Total time:** 45 minutes (+ preparation time) -- **Preparation time:** 20 minutes **Briefing time:** 5 minutes **Activity time:** 15 minutes **Evaluation time:** 25 minutes
SETTING OF THE ACTIVITY	This activity is led by the teacher/trainer and done in groups in class (or via video conference).

	Teacher's/Trainer's role: • The teacher/trainer briefs the participants at the beginning, explains the assignment and gives space for questions. **Learners' role:** • The participants listen to the explanation and ask questions if they have any and then work through the exercise.
MATERIALS FOR THE TEACHER	• Set of cards with texts • Paper, pencils
MATERIALS FOR STUDENTS	• Set of cards with the texts for each group • Paper, pencils

11:15 – 11:30 COFFEE BREAK

11:30 – 11:45 PRESENTATION MEMORY

The Teacher will present to the students the types of memory and explain the various types of tools for memory stimulation: A proposal of a short presentation is attached as Annex Nr. 7a "Presentation Memory"

Annex 7a: Presentation Memory

11:30 – 12:35 LEARNING SESSION II: SHORT-TERM MEMORY

WORKSHOP SESSION	**11:45 – 12:05** **Short-term memory**
ACTIVITY NAME	**Activity 2 – Short term memory**
OBJECTIVES	• Understanding what short-term memory is • Knowing how train the short-term memory
DESCRIPTION	**1. Preparation** The trainer prepares a set of 10 pictures with various things (i.e. fruits, vegetables, furnitures, houses, trees etc.). The teacher/trainer will ask the participants to divide into pairs. The teacher will need one set of various pictures for each pair. **2. Explain the activity to the students (briefing)** • Explain to the participants what they will be doing in the next 15 minutes. **3. Run the activity** • Ask the participants to divide into pairs. • Give one set of pictures to each pair. • Ask one participant of each pair to show the pictures to another participant. The other participant has 10 seconds to look at the pictures an memorise them. Then he/she tries to name all the things in the pictures. • Then, ask one participant of each pair to put the pictures in a row in front of another participant. This person makes a note about the order of the pictures. The other participant has 10 seconds to look at the pictures and memorise their order. Then the awarding participant takes the pictures and mixes them. The task for other participant is putting the pictures in original order. • Then the pairs change their set with another group. • Now, the roles of both group members change.

	4. Evaluation (debriefing)
	• After the pair work, ask the participants in the plenum, what their experience was. Tips for questions:
	   o How many things did you remember?
	   o How many mistakes did you do in ordering he pictures?
	   o Which task was more difficult for you?
	• Summarise the suitable activities to train the short-term memory (pexeso, sudoku, tetris etc.)

TIME FOR THE ACTIVITY	**Total time:** 20 minutes (+ preparation time) -- **Preparation time:** 20 minutes **Briefing time:** 5 minutes **Activity time:** 10 minutes **Evaluation time:** 5 minutes
SETTING OF THE ACTIVITY	This activity is led by the teacher/trainer and done in pairs in class. **Teacher's/Trainer's role:** • The teacher/trainer briefs the participants at the beginning, explains the assignment and gives space for questions. **Learners' role:** • Participants listen to the explanation and ask questions if they have any and then work through the exercise.
MATERIALS FOR THE TEACHER	• Different sets of 10 pictures each
MATERIALS FOR STUDENTs	• Set of 10 pictures with objects for each pair • Paper, pencils

WORKSHOP SESSION	12:05 – 12:35 Long-term memory
ACTIVITY NAME	**Activity 3 – Long-term memory**
OBJECTIVES	• Understanding what long-term memory is • Knowing how to train long-term memory
DESCRIPTION	**1. Preparation** The trainer prepares a template with numbers (proposal attached, Annex Nr. 7b). The numbers can be customised to the language or national environment of the participants. The other numbers could be in Czech and other in Spanish environment. The teacher/trainer will ask the participants to divide into pairs. The teacher will need one template for each pair. **2. Explain the activity to the students (briefing)** • Explain to the participants what they will do in the next 15 minutes. **3. Run the activity** • Ask the participants to divide into pairs. • Give one template to each pair. • Ask all pairs to attribute the most associations they can think of to the numbers (e.g. 60 - a kick, minutes in an hour, seconds in a minute, etc.). **4. Evaluation (debriefing)** • Ask the participants in the plenum one after the other to present their results. Which pair did think of the most options?

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	• Summarise some suitable activities to train the long-term memory (crossword, scrabble, reading, vision boards etc.)
TIME FOR THE ACTIVITY	**Total time:** 30 minutes (+ preparation time) --- **Preparation time:** 20 minutes **Briefing time:** 5 minutes **Activity time:** 15 minutes **Evaluation time:** 10 minutes
SETTING OF THE ACTIVITY	This activity is led by the teacher/trainer and done in the plenum in class. **Teacher's/Trainer's role:** • The teacher/trainer briefs the participants at the beginning, explains the assignment and gives space for questions. **Learners' role:** • The Participants listen to the explanation and ask questions if they have any and then work through the exercise.
MATERIALS FOR THE TEACHER	/
MATERIALS FOR STUDENTs	• Worksheet that is attached as Annex 7b • Paper, pencils

Annex 7b: Long-term Memory

12:35 – 13:35 LUNCH

13:35 – 14:00 ENERGIZER: GOING ON A PICNIC

WORKSHOP SESSION	**13:35 – 14:00** **Icebreaker: Going on a picnic**
ACTIVITY NAME	**Activity 4 – Icebreaker: Going on a picnic**
OBJECTIVES	• To get to know each other • To be warmed up • To ice-break the group atmosphere
DESCRIPTION	**1. Explain the activity to the students (briefing)** • Explain what students can expect from the next 25 minutes. • Create a pleasant and positive atmosphere. **2. Run the activity** • In the icebreaker game "Going on a picnic" your students not only meet new people, but they also train their memory. • One person starts the round by saying their name and choosing an item to take on the picnic. • Example: "Hey, my name is Lisa. I'm going on a picnic and I'm taking my dog." • The next person repeats the name and the item the person mentioned, and then says their name and the item. • Example: 'Lisa takes her dog on a picnic. My name is Barbara and I'm taking the microwave." • Each person in the group must repeat everyone's name and items in the correct order before adding a new item to the list. The game ends when one person does not remember all names and items.
TIME FOR THE ACTIVITY	**Total time:** 25 minutes (+ preparation time) --- **Briefing time:** 5 minutes **Activity time:** 20 minutes

SETTING OF THE ACTIVITY	This activity is led by the teacher/trainer and done in the plenum in class. **Teacher's/Trainer's role:** • Explaining the running of activity • Continuous organisation of the activity • Facilitation of the discussion and evaluation **Learners' role:** • The students are listening to the explanations and playing the game
MATERIALS FOR THE TEACHER	/
MATERIALS FOR STUDENTS	/

🕐 **14:00 – 15:35 LEARNING SESSION III: LEARNING ENVIRONMENT**

WORKSHOP SESSION	**14:00 – 15:35** **Learning environment**
ACTIVITY NAME	**Activity 5 – Learning environment**
OBJECTIVES	• Understanding the principles of effective learning environment • Knowing how to modify an effective learning environment
DESCRIPTION	1. **Explain the activity to the students (briefing)**

	• Explain to the participants what they will be doing in the next 95 minutes. **2. Run the activity** • Each person should describe his/her learning environment at home. • The description should include the room where it is, window or not, lights in the room/on the table, type of table, type of chair, usual things on the table, casual tools on the table (notes, pencils, PC, mobile etc.), presence of food/drinks etc. The participants will have app. 10 minutes for individual description. • Ask the participants to divide into groups of 3-4 people. Each group member, one after the other, presents his/her environment and the other participants give her/him tips what is good and what it is possible to improve (30 minutes). • After the presentation of all participants, the group will prepare a proposal of an ideal learning environment due to their sharing of experiences (15 minutes). **3. Evaluation (debriefing)** • Ask one member of each group to present their ideal proposal. Write the items from the proposals to the flip chart/board and summarise the ideal learning environment. In this context, mention also the elimination of the disturbing things (mobile, quit place, scheduled time for learning etc.).
TIME FOR THE ACTIVITY	**Total time:** 95 minutes (+ preparation time) --- **Briefing time:** 10 minutes **Activity time:** 55 minutes **Evaluation time:** 30 minutes
SETTING OF THE ACTIVITY	This activity is led by the teacher/trainer and done individually, in groups and then in the plenum in class. **Teacher's/Trainer's role:** • The teacher/trainer briefs the participants at the beginning, explains the assignment and gives space for questions.

	• The teacher/trainer supports the students during the activity and leads the discussion and evaluation part. **Learners' role:** • The participants listen to the explanation and ask questions if they have any. • They actively work through the exercise.
MATERIALS FOR THE TEACHER	• Flip chart/board • Markers
MATERIALS FOR STUDENTS	• Paper, pencils

🕐 **15:35 – 15:45 COFFEE BREAK**

🕐 **15:45 – 16:10 ENERGIZER**

WORKSHOP SESSION	**15:45 – 16:10** **Icebreaker: Colours**
ACTIVITY NAME	**Activity 6 – Icebreaker: Colours**
OBJECTIVES	• To be warmed up • To ice-break the group atmosphere • To understand the function of sensitive memory.
DESCRIPTION	**1. Preparation**

The teacher/trainer prepares templates with 10 cards with the names of a colour on each card. The name of the colour is written/printed in another colour than the name of colour is.

Example: yellow

You need a set of cards for each pair.

2. Explain the activity to the students (briefing)
- Explain what students can expect from the next 25 minutes.
- Create a pleasant and positive atmosphere.

3. Run the activity
- Form the pairs.
- Give a set of 10 cards to each pair.
- Both participants look at the cards together. One participant says as quickly as he/she can the colour which is written by text. The correct result of the example above is "yellow" not "violet".
- The other participant is checking her/his colleague.
- Then they mix the cards and switch their role.

4. Evaluation (debriefing)
- Ask the participants for their feedback.
  - Was anything difficult for you?
  - Did you make any mistakes?
- Explanation: our brain is rather prepared for perceiving of the real colour of letters not for the meaning of what is written. So, the first we can see is the colour of the letters and not the content of reading (sensitive memory).
- Ask your learners if they have some questions.

TIME FOR THE ACTIVITY	**Total time:** 25 minutes (+ preparation time) --- **Preparation time:** 5 minutes **Briefing time:** 5 minutes **Activity time:** 10 minutes

	Evaluation time: 10 minutes
SETTING OF THE ACTIVITY	This activity is led by the teacher/trainer and done in pairs in class. **Teacher's/Trainer's role:** • Explaining the running of activity • Continuous organisation of the activity • Facilitation of the discussion and evaluation **Learners' role:** • The students are listening to the explanations and actively working.
MATERIALS FOR THE TEACHER	/
MATERIALS FOR STUDENTS	• Set of 10 cards for each pair

16:10 – 17:10 STRESS DURING EXAMS

WORKSHOP SESSION	**16:10 – 17:10** **Stress during exams**
ACTIVITY NAME	**Activity 7 – Stress during exams**
OBJECTIVES	• Understanding own feelings of exam anxiety • Knowing how to overcome them

DESCRIPTION	**1. Explain the activity to the students (briefing)** • Explain to the participants what they will be doing in the next 60 minutes. **2. Run the activity** • Divide the participants in groups with 3-4 people. • Each participant in a group shares his/her feelings during exams with the others. They should describe their peers how they feel during the exam or test (15 minutes). • Each group writes down the five symptoms of stress or anxiety that were mentioned most often. (5 minutes) **3. Evaluation (debriefing)** • The participants present the stress symptoms of the group in the plenum. The teacher writes down the symptoms on the board/flip chart and then will find the best solution how to deal with it.
TIME FOR THE ACTIVITY	**Total time:** 55 minutes (+ preparation time) --- **Briefing time:** 10 minutes **Activity time:** 20 minutes **Evaluation time:** 30 minutes
SETTING OF THE ACTIVITY	This activity is led by the teacher/trainer and done in groups and then in the plenum in class. **Teacher's/Trainer's role:** • The teacher/trainer briefs the participants at the beginning, explains the assignment and gives space for questions. He/she leads the evaluation round at the end and gives advices against exam anxiety. **Learners' role:** • The participants listen to the explanation and ask questions if they have any and then work through the exercise.

MATERIALS FOR THE TEACHER	• Flipchart/board • Markers
MATERIALS FOR STUDENTS	• Paper, pencils

17:10 – 17:45 EVALUATION OF THE FOURTH DAY

The teacher asks the participants for their feedback from the fourth day and realised activities. Proposal of questions:

- Did the fourth day fulfil your expectations?
- What was the main issue useful for you?
- What did you miss?

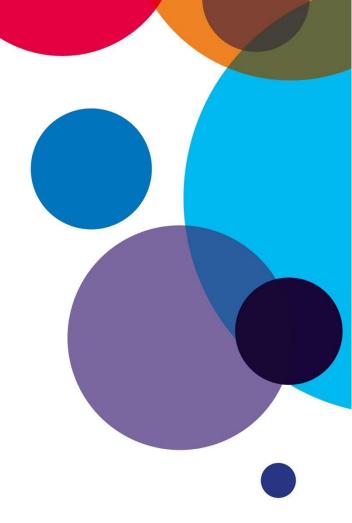**17:45 – 18:00 SCHEDULE FOR THE NEXT DAY OF THE WORKSHOP - GOODBYE**

FOLLOW-UP AT HOME

Completion of the self-study of content unit "Learning strategies" on bit EU academy

This follow-up depends on the setting of the workshop. If the workshop is for example one day per week (each Monday), the learners could complete this self-learning task at home before the next lesson. If the workshop is done within one week, follow up activities will be running after realisation of all days of workshop and adult learners can study by individual pace.

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